DOCUMENT RESUME

ED 062 276 SP 005 636

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TITLE A Study of Certain Phases of Undergraduate Teacher Education in NCATE Accredited Institutions.
INSTITUTION Kansas State Univ., Wichita.
PUB DATE 71
NOTE 39p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Educational Programs; *Teacher Education; *Teacher Education Curriculum; *Teaching Experience

ABSTRACT

This study focuses on significant changes in undergraduate teacher education. In June 1971, a questionnaire was sent to institutions accredited for undergraduate teacher education. The data of this report is based on replies from 238 institutions located in 47 states. Of the responding institutions, 29 percent are located in metropolitan areas with a population over 300,000, and 68 percent report their undergraduate students are required to take one introductory course in professional education. Responses to the questionnaire indicate a desire for significant changes in the improvement and expansion of field experience in undergraduate teacher education. The figures, however, indicate four areas of consideration before the aims can be implemented: 1) There is a relatively low percentage of institutions engaging in preparing students for inner-city schools; 2) There is a definite lack of communications contributing to the disorganization of teacher education programs; 3) There is no common agreement of appropriate content for required introductory course; and 4) There is a number of institutions reporting no changes in their teacher education programs over the last 5 years. (MJM)

ED 062276

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A STUDY OF CERTAIN PHASES

OF

UNDERGRADUATE TEACHER EDUCATION

IN

NCATE ACCREDITED INSTITUTIONS

SP 005 635
SP 005 636

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In early June, 1971, a lengthy questionnaire was sent to each NCATE institution reported on the current list as accredited for undergraduate teacher education with the exception of Wichita State University from which the study originated. Of the 464 institutions, 241 (52%) returned the questionnaires. Two institutions among them reported they had no undergraduate program and a third reported there was no time to complete the questionnaire. The data in this report are based on replies from 238 institutions located in 47 states.

Twenty-nine percent or 68 of the institutions reporting are located in metropolitan areas with over 300,000 population, sixty-eight percent (161) report that their undergraduate students are required to take ~~over~~ ONE specific introductory course in professional education. The semester credit hours reported for the course vary from 0 - 6 2/3. The following table shows the frequency of specific credit hours indicated by the respondents:

CREDIT HOURS IN REQUIRED INTRODUCTORY COURSE

Hours	0	1/3	1/2	1	1 1/3	1½	2	2 2/3	3	3 1/3	3½	4	4 1/3	5	6	6 2/3	No Hours Listed 19
Number of Institutions	2	1	1	12	1	1	29	6	61	8	4	15	1	1	2	1	
Percent in Largest Groups				8%			20%		42%			10%					

From the data supplied about the required introductory course the researcher was able to infer the course content and thrust. The following table summarizes that information:

NATURE OF INITIAL REQUIRED COURSE IN PROFESSIONAL EDUCATION

	Purely Orientation to Institution's Program	Chiefly Screening of Candidates Self and/ or Institutional	Social Foundations	Psychological Foundations	Merged Social and Psychological Foundations
Number of Institutions	6	1	135	10	4

A series of questions dealing with the content of the required introductory course is summarized in the following chart:

REPORTED SUBJECT MATTER
EMPHASIS IN REQUIRED
INTRODUCTORY COURSE

Subject Matter Topics	Number of Institutions Including Topic	Highest % of Course Time Devoted to Topic
1. Minority cultures and their school relationships	102	50
2. The schools and socio-economic class	107	30
3. Alternative schools	84	25
4. Educational philosophy	99	100
5. Learning theory	79	40
6. Teacher organizations	92	25
7. History of education	100	50
8. The emerging youth culture	91	20
9. School finance	76	15
10. Discipline	69	50
11. Role of the teacher	15	20
12. Organization and administration	13	11
13. Innovations	9	15
14. Program orientation and career planning	9	25
15. Current issues	9	20
16. Staff specialization	5	10
17. Laboratory - field experiences	5	35
18. Current theory and practice	3	25
19. Self analysis	3	30
20. Methods	3	20
21. Curriculum	4	15
22. Human relations Training	2	100
23. Evaluation and measurement	2	25
24. Child development	4	10
25. The learning situation	2	10

REPORTED SUBJECT MATTER EMPHASIS IN REQUIRED INTRODUCTORY COURSE (Cont'd.)

Subject Matter Topics	Number of Institutions Including Topic	Highest % of Course Time Devoted to Topic
26. Educational objectives	2	15
27. Role of the school in American society	2	25
28. Teaching strategies	2	50
29. Community control	2	10
30. Problems in teaching	2	14
31. Micro-teaching	2	50
32. Audio-visual	2	50
33. Loyalty to the profession	2	10
34. Group dynamics in the classroom	1	10
35. School law	1	8
36. Educational terminology	1	15
37. Benefits of education to the community	1	10
38. Behavior and personality	1	100
39. Education of the future	1	7
40. Questioning	1	8
41. Christian educational philosophy	1	10
42. Interaction analysis	1	15
43. Mental hygiene	1	10
44. Motivation	1	8
45. Ability grouping	1	8
46. School facilities	1	3
47. Race relations	1	5
48. Educational planning	1	15
49. Adolescent development	1	50
50. Testing of candidates	1	25
51. Free reading	1	25
52. Interaction with faculty	1	25
53. Social studies	1	25
54. Student imput	1	10
55 State educational legislation	1	10

Eighteen institutions gave no indication of course content with the largest number of them stating that the content varied with the individual instructor.

The following table shows the answers to a series of questions designed to determine the classroom organization and the laboratory experiences provided for students. It should be noted that when the respondent said students <u>may</u> do what was asked (as opposed to being <u>required</u> to engage in the activity) the answer was recorded as <u>yes</u>.

CLASS ORGANIZATION AND LABORATORY COMPONENTS REPORTED BY INSTITUTIONS ABOUT THEIR REQUIRED INTRODUCTORY COURSE

Do your students:

	Yes	No	No Answer	% Yes
1. Attend lectures in groups over 40?	88	67	2	56%
2. Meet in groups of 20 or less?	118	37	2	75%
3. Engage in independent study projects of their own selection?	133	20	4	85%
4. Work directly with children or youth as a course requirement?	92	65	0	58%
5. Observe in elementary or secondary classrooms?	124	32	1	73%
6. Work as aides in elementary or secondary schools?	75	77	5	47%
7. Tutor individual students as a course requirement?	53	101	3	34%
8. Work directly with elementary or secondary students from minority cultures?	65	88	4	41%

CLASS ORGANIZATION AND LABORATORY COMPONENTS REPORTED BY INSTITUTIONS ABOUT THEIR REQUIRED INTRODUCTORY COURSE (Cont'd.)

Do your students:	Yes	No	No Answer	% Yes	
9. Work directly with students from homes in poverty?	70	83	4	45%	
10. Experience planned, direct contact with parents from homes of poverty?	18	138	7	11%	
11. Work in community agencies (not schools) which serve low income residents?	42	116	5	26%	
12. Have an opportunity to do their laboratory work in private and/or church related schools?	77	80	6	47%	
13. Have the requirement of working with students at both the elementary and secondary levels?	39	118	4	24%	
14. Work at more than one school assuring exposure to students from more than one socio-economic level?	53	105	5	33%	
15. Engage in sensitivity or basic encounter groups?	30	125	8	18%	

While six respondents said there were no major problems which kept their introductory courses from being as significant as they wished they might be, the remaining institutions listed many problems. The problem recognized by the most institutions (30) was that of providing significant field experiences for their students. Many of the thirty were in rural areas where they felt the local schools could not absorb the number of students they would like to place in contact with children and youth. Closely associated with the problem was that of large classes reported by nineteen institutions. This was viewed as a problem by those having fifty students in a class as well as by those having over two hundred. Student scheduling for blocks of laboratory time was mentioned by twelve institutions. Secondary candidates were mentioned as causing the greatest difficulty in this respect. Seven respondents listed student transportation as a severe difficulty in arranging laboratory experiences. Student disinterest and lack of commitment was listed by nine institutions. Another recurring theme in the problem area had to do with faculty time for and faculty commitment to this course. Sixteen institutions mentioned lack of faculty time.

Problems other than those summarized above are being listed in the exact words of the respondents so that subtle meanings will not be lost:

> It is difficult to hire bright, young professors and cast them in a single mold.
>
> Some faculty are unable to handle the course.
>
> Insufficient co-ordination with subsequent courses. Lack of permanent faculty who work in the role. Difficulty of measuring progress.
>
> Lack of financial support and need to evaluate more closely what we are doing.
>
> Not consistent with overall teacher education program. It varies from instructor to instructor.
>
> Too many different instructors who do not follow prescribed course of study.

Insufficient time for supervision and organization by college personnel and co-operating teachers.

Limited faculty participation and interest in all segments of the course.

Too much emphasis on desires of the instructor and too little on choices of students.

The details involved in making arrangements for observations.

Staffing.

Instructors.

Lack of inservice education for staff involved in teaching the course.

Time to direct and co-ordinate the program.

Variations in effectiveness of instructors and lack of overall co-ordination.

Resistance of staff to change.

Differences among faculty members as to the optimum content of the course.

Differences in faculty opinions.

Administrative arrangements with local schools.

Logistical problems to get reasonably good public school teachers as aide supervisors.

Getting teachers to allow students to teach a little.

Behavior "bloopers" by students.

Difficulty in maintaining continuous contact between advisors and students.

Lab experiences do not provide range and depth of encounter rapidly enough to accommodate the load of theory we would like to teach in the course.

Need of co-operating schools.

All cannot be placed as aides.

Some students take the class an elective with no real interest in teacher education.

Students' inability to conceive the necessity of a course prior to student teaching dull, dry text and reference works.

Too traditional. Not enough organized and purposeful field work.

Diversity of areas which must be covered. Tends to become a series of mini-courses.

All teachers and students do not participate in activities as wholeheartedly as we would wish.

Many students are not sure they want to remain in teacher education.

Students do not recognize that opinions are open to full examination and are not as valuable as research.

Inability of students with little classroom experience to see value in what they study.

Past reputation of being boring.

Inability of students or institution to make available paper backs, films, tapes, etc.

Broad scope - magnitude of the task is overwhelming to weak student.

Selection of significant materials.

Too broad an area to cover adequately plus much overlap with other courses.

Time to develop modular approach with relevant material so can individualize.

Little time devoted to the study of minority cultures and poverty groups.

Financing for modular learning - performance based learning. One-half this course should be so presented.

Observations could be made more significant.

Need to develop individualized instructional material.

Lack of contact with a reasonable sample of minority groups.

It is very comprehensive and raises answers to questions that haven't been asked.

Co-operation from some public school teachers.

Structured students.

Students not really involved in planning changes.

To fully motivate students into directions purposes, and activities that are foreign to their own school and community experiences.

Training co-operating teachers.

Limited opportunities in the rural and upper middle class settings.

One week during the semester called "field Experience" in addition to one-half week observation and participation the rest of the semester.

A twelve hour sophomore block which will include all foundations areas.

Have placed under a director of the whole program of entrance into teacher education.

Ninety-nine of the one hundred sixty-one respondents describing the introductory course under ideal conditions mentioned in some fashion increase and improvement in the field experiences of their students. The comments seemed in large part to be reflecting the spirit of one reply which called for "early, direct, continuous laboratory experiences". Some would establish field work as a prerequisite to the introductory course - three would require a full semester of such activity. Many mentioned the necessity of supervision of the laboratory work with careful analysis of the experiences in seminars attended by public school personnel, as well as college supervisors who themselves are involved in the field experiences. Others stressed that contacts with reality could be made in many situations, not necessarily public schools, and should involve children, youth and parents from a variety of cultural backgrounds.

Ten institutions would make no change either because they view their program as satisfactory, they need time to evaluate a new program, or they feel any change they might make would involve more than a reasonable increase in student time.

Following is a list of other changes described as ideal with the number of institutions proposing each:

Provide more simulated material to co-ordinate with or substitute for direct experience	7
Individualized or independent study	7
Increase opportunities for more student interaction	6
(Seminars mentioned most frequently) Require earlier in student's academic life	5

Combination of introduction to teaching with human growth and development into a single course.

General dissatisfaction with professional education regardless of genuine attempts to change followed by faculty disenchantment with change.

Too broad.

Poor textural material.

Limited to one hour credit for a minimum of 30 hours in public schools.

The vast amount of information students need to understand when entering professional education.

Attitude of academic departments toward education courses. Some students come with negative expectations.

Overcrowding for public schools.

Subject matter not as exciting as students would like.

Insurance for students who must travel.

Students want to plunge into teaching immediately.

Students do not recognize the relevancy of the course.

Not time enough for so large as area.

Students not interested in history and philosophy at this level.

Making historical dimensions relevant to modern students.

Care to prevent overlap in topics reserved for in-depth study in later courses.

Lacks a more systematic, organic, and functioning relationship with public schools.

Difficult to place all students in public schools.

Curriculum development.

Theoretical not practical.

Cancelled the course for all because it served a recruiting function now viewed as inappropriate in the declining job market.

Qualifications for teaching in the required introductory course are quite varied from institution to institution. The most frequently mentioned requirement was that the individual have had public school experience - one institution required at least five years of public school experience. Many mentioned "adequate background" in historical, psychological, or sociological foundations. An equal number, however, would require only that the teacher be a regular member of the college staff in "an appropriate" department. Two schools require that the individual have been a public school administrator. Several require an earned doctorate but do not specify the field. Some of the more unusual responses are quoted below:

> Supervised by the Director of Student Teaching and graduate assistants.
>
> Guidance and counseling training and experience ability to communicate with students.
>
> Background in social science, charisma, good overview.
>
> Enthusiastic teacher with ability to "turn students on".
>
> Young - 25 to 30 years old.
>
> Course strictly individualized. Supervision entirely by public school teacher for whom student is an aide.
>
> Interest in assisting young prospective teachers.
>
> Experience in working with groups.
>
> Non-uptight attitude.
>
> Dedication to team effort.
>
> Member of education or psychology department certified to teach in local schools.

Seven institutions reported that there were no qualifications for assignment to this teaching..

Forty-two institutions of the 161 requiring a uniform introductory course reported no plans for changes in that course for the 1971-72 academic year. Twelve stated that the course or the whole teacher education sequence was under intensive study.

Forty-five schools indicated that they would strengthen the field experience component of the course through more exposure to children and youth. Many mentioned the necessity for more varied experiences, well supervised and integrated better intc course content than had been the case in the past.

Other responses followed by the number of institutions making each change are:

Use of more electronic equipment to substitute for or supplement field experiences	8
Individual study or projects	7
Large group - small group class arrangement	5
Team teaching	5
Reduction of class size	5
Performance based curriculum	4
Developing new course content	4
Adoption of block system to permit scheduling of field experiences	3
Writing behavioral objectives	3
New text and/or new readings	3
Use of contracts for student assignments and grades	2
Place more emphasis on school organization	1
Discontinue use of a text	2
Dropping the course	2
Regular staff conferences	1
Orientation of co-operating teachers	1
More programmed material	1
Definite admissions requirements for entry into course	1
Involve more faculty	1
Experimental course substitute	1

Produce own text	1
Professional development seminar activities	1
Human Relations Training Program	1

Some changes to be implemented are repeated here in the exact words of the respondent:

> Addition of a continuing observation concept - seeing same teacher and classroom once a week for 6-8 weeks.
>
> We are moving in the direction of integrating foundations with methods and student teaching.
>
> Introductory courses are giving way to an articulated core. Competency based performance is being implemented particularly in the secondary program.
>
> Permanent faculty to teach segments of the course which fit their interests and training.
>
> Permit students to select modules which fit their personal and professional objectives.
>
> Have students assigned to schools rather than teachers. Have students work and observe at both elementary and secondary levels.
>
> Have asked Student Education President elect to appoint a student committee to study the newly developed introductory course and make recommendations for change.
>
> Remove course from campus and teach it during student teaching.
>
> Trying to make sure all campus instructors of the course go out as supervisors of at least one off campus group.
>
> First half of the course is field experience; last half discussion of theory and practice. Evening sessions with various components of the school system to be held during second half of the course. Seminars held in the field with students and public school practitioners during first half of the course.
>
> Use student papers as the focus of student led discussions each week.
>
> Integration of foundations and methods courses while working with students in public schools.
>
> Team taught.
>
> Inclusion of general methods.

Smaller classes to better meet individual needs	5
Establish an off campus center for the course	3
More involvement of selected well trained public school teachers in the responsibility of developing teachers	2
Focus on examination of personal perceptions and objections	2
Introduce team teaching	2
Create a performance based course	2
Reduce academic trappings	1
Cut the extensive coverage attempted	1
More history of education in America	1
Develop a unit on professional problems (N.E.A., Local T.E.P.S., S.N.E.A.)	1

Because some specific suggestions for ideal change were unusual within the group they are listed below as direct quotations:

> Provide a more carefully developed series of experiences for the entire four years. Students starting on one sequence would need to follow it to completion since there could be considerable difference.
>
> Have student teach a full semester before taking any class work.
>
> Begin with a course which deals with a specific skill and a practicum which gets students involved in the schools, but provides the student with something to offer. i.e. Fundamentals of Teaching Reading.
>
> I think I might make the introductory course one for training paraprofessionals with a strong field experience component.
>
> No required course work - provide optional experiences - permit students to make choices with counseling.
>
> Devote considerable more time to discussing issues in education and helping students to explore and evaluate their own value systems against these issues.

We have begun a new course called "Practicum in Education" which is still on a voluntary basis but places students in a school for four weeks full time.

Let each student observe, plan, and teach several micro-teaching experience and lessons.

A whole year devoted to professional education in an off campus center. Integrate courses with academic departments.

Get student recommendations for change.

Get enthusiastic instructors for the course.

Have each student defend before his peers his reasons for wanting to teach.

Have students spend eight weeks in fall or spring of sophomore year in a professional block to include field work and seminars in lieu of course work. Continue this for a total of four blocks to complete one year of college credit.

Take one full term, provide ample transportation, place five freshmen with an upperclass leader and send them to visit all kinds of schools, agencies, and communities. Have them write extensively, develop skills of communication, and develop human relations skills.

Make the first course one for career decision - help students to determine if teaching is for them.

Greater emphasis on Sensitivity Training.

Those institutions which do not require a single undergraduate introductory course were asked questions related to the reason, or reasons, behind the decision. Following is a copy of each question and a compilation of the responses:

Do you not have a single undergraduate introductory course because:

A. Elementary and secondary education require different courses?

Yes	No	No Answer	% of Yes Answers
27	28	12	40%

B. Students may select different courses?

Yes	No	No Answer	% of Yes Answers
19	25	23	28%

C. An introduction to teaching course has not been well received in the past?

Yes	No	No Answer	% of Yes Answers
17	22	28	25%

D. Other reasons:

State regulations restrict education courses to Jr.-Sr. years.

Students in the past complained of repetition and the introductory course did not fit into 4-1-4 plan.

Liberal Arts frowns on introductory course prior to Jr.-Sr. year.

Do not feel the course necessary.

Students need choices to meet varying needs.

State limits professional education to 18 semester hours at Jr.-Sr. level.

Replaced introductory course with two paraprofessional practicums.

Students must do two lab experiences prior to junior year and prior to teacher education courses.

Introductory course of no significant value.

Our students enter undergraduate teacher education through a 9 semester hour sequence.

Heavy general education requirements do not permit us to offer such a course.

We have always had separate course for elementary and secondary students.

Students may elect social or psychological foundations without prerequisite.

Our introduction is included in a more broadly designed course or courses.

The kinds of learnings and field experiences we want our students to have are more effectively presented in our courses with specific aims than in one "catch-all" course.

Our elementary and secondary programs differ. In both cases we do not have discrete courses but programs built around large blocks of time.

Great number of credit hour requirements.

We feel that such a course is ill-conceived. We start from a social science base, proceed to a professional sequence and culminate with a history-philosophy course.

We have 14 different programs, some of which require one introductory course.

We have five required courses for elementary and secondary and they may be taken in any order.

We see an introduction as something other than a course.

Minimum hours required for professional education doesn't leave room for such a course except in experimental programs.

Every institution was asked if it had an arrangement with local elementary and secondary schools to place students in them for work experience prior to student teaching. The following table is a compilation of the replies:

	Yes	No.	No Answer
Number of Schools	200	25	13
% in Category	84%	11%	5%

Further, each institution having such an arrangement was asked what were its greatest difficulties in gaining the maximum benefits for its students from the arrangement. Ten institutions had no problems. Fifty-seven institutions mentioned that student schedules prohibited or made extremely difficult their being placed. The next most frequently mentioned problem was that of securing co-operating teachers who would provide an optimum experience. Fifty-two institutions had this concern.

Some mentioned exploitation of students; others were concerned that students were permitted to be observers only. Mention was made of traditional teachers with inflexible attitudes who should not serve as models. Others pointed out that students were assigned only menial tasks. Fourteen institutions made special mention that secondary student involvement was especially difficult to arrange. The third problem in magnitude reported (43 respondents) was that of too few placements available in the local area. Several mentioned competition with other colleges and universities - one said twenty-two institutions competed locally for student placements. Several responses said in effect that there were not enough good placements for student teachers let alone the large numbers in programs leading to student teaching. Student transportation was a frequently mentioned problem, (34 schools). Twenty-six institutions spoke of the difficulty of and need for clearer communication between college and university personnel to arrive at common understandings of the objectives of the program and to make for its smoother operation. In this regard, six institutions expressed dissatisfaction over loss of college control of student experiences. Inadequate staffing leading to lack of supervision coupled with failure to help students evaluate their experiences was mentioned by twenty-four institutions. Closely linked with this response was that of fourteen schools who mentioned the logistical and mechanical problems of placing students. One called the placements "haphazard and unorganized". Sixteen schools were concerned that the field experiences provide a variety of exposures for students not only at different educational levels, but with different cultures.

Problems mentioned less frequently than those reported above are listed below with the number of institutions reporting each problem:

Inadequate correlation with college classes	6
Safety and legal concerns	2
Irresponsibility of students	3

Lack of imagination and vision	2
Student indifference to the experiences	2
Living arrangements in the field for students and staff	1
Insecurity of university personnel without public school experience	1
Finances	1

A few comments not completely captured in the summary above are presented verbatim to preserve their individuality:

> Some teachers conceive the students as visitors instead of emerging professionals.
>
> We need in the training of teachers teams of educators including practitioners.
>
> Must convince administrators and schools that they have an obligation to provide such a program - especially at the secondary level.
>
> Organization in non-school agencies too loose to provide a good experience.
>
> We have little or no control over the kind and quality of experience our students receive.
>
> We are moving toward leaving Tuesday and Thursday open for laboratory experiences.
>
> Keep schools from looking at students as cheap extensions of the professional staff.
>
> Preparation of administrative and instructional staff to break away from the "on-the-job training" concept coupled with free labor.
>
> Teachers do not know how to relate to students as aides.
>
> Some schools are less than enthusiastic toward additional involvement.
>
> Teacher education associations are beginning to demand certain veto powers related to assignment of pre-students teaching observation and participation, as well as over student teachers and interns.
>
> Bureaucratic red tape at all school levels forced on school districts because of thousands of college people involved.
>
> Teachers in the field are in great need of meaningful, relevant, dynamic in-service help.

We lack an organized approach to the teaching of observational techniques.

Helping teachers distinguish between helpful guidance and authoritarian control in working with university students.

Lack of planned sequence of activities, no clearly defined purposes for the program.

Can sometimes use the pre-student teaching aide situation as experience for teachers in teaching with and through an auxiliary.

We are trying a single site situation with an on-site supervisor for 1971-72.

Collective bargaining restrictions compensation for critique teachers.

Policies of minority groups.

Every responding institution was asked to report separately for elementary and secondary students on their work involvement in schools prior to student teaching. Not all reporting institutions completed this portion of the questionnaire. Here are the exact questions asked followed by tables showing the responses:

How many semesters does your usual secondary candidate work in secondary schools prior to student teaching?

Semesters	Total Hours In Program
_____ one	_____ 1 to 20
_____ two	_____ 21 to 40
_____ three	_____ 41 to 60
_____ four	_____ 61 to 80
_____ more than four	_____ 81 to 100
	_____ over 100

How many semesters does your usual elementary candidate work in elementary schools prior to student teaching?

Semesters	Total Hours In Program
_____ one	_____ 1 to 20
_____ two	_____ 21 to 40
_____ three	_____ 41 to 60
_____ four	_____ 61 to 80
_____ more than four	_____ 81 to 100

INSTITUTIONS REPORTING SEMESTERS (OR QUARTERS) STUDENTS WORK IN SCHOOLS PRIOR TO STUDENT TEACHING

*Semesters	0	1	2	3	4	4+
Secondary Program	16	79	43	10	3	1
Elementary Program	12	60	39	29	8	5
% Secondary	10%	52%	28%	7%	2%	.7%
% Elementary	8%	39%	25%	19%	5%	3%

*A few institutions on the quarter system reported quarters and for purposes of this chart they were counted as semesters.

INSTITUTIONS REPORTING TOTAL HOURS STUDENTS WORK IN SCHOOLS PRIOR TO STUDENT TEACHING

Hours	0-20	21-40	21-60	61-80	81-100	100+
Secondary Program	45	41	20	11	8	7
Elementary Program	23	35	33	13	13	18
% Secondary	34%	31%	15%	8%	6%	5%
% Elementary	17%	26%	24%	10%	10%	13%

Sixty-three schools, approximately 40% of those reporting both elementary and secondary programs, indicate either fewer semesters (or quarters) or fewer hours of involvement of secondary students than elementary students in pre student teaching school work experience.

Every respondent was asked what changes, if any, had his institution made in its undergraduate teacher education program in the past five years for the specific purpose of preparing all or part of the students for teaching in inner-city schools. One hundred three institutions reported very little or reported no change. Forty-three percent of the questionnaires were blank at this point or frankly said "none" or "very little". Care must be taken in interpreting this portion of the questionnaire for it is possible that its length, rather than the lack of change, could explain failure of the respondents to answer the question. Also, many institutions in the group are located in rural areas.

The following summarizes the numbers reporting changes:

Addition of new elective courses	38
Changed course content of established courses	32
Placed students in service oriented work within inner-city (tutorials, etc.)	9
Added minority faculty members	10
Took field trips and other school related experiences (Range in this category from one visit to all semester projects including one summer long volunteer program)	56
Some student teaching or preservice in inner-city	32
Established a college center in the inner-city	9
Currently involved in special program (These programs were in every case limited to a few students - usually not 10% of students in teacher education at the institution reporting).	34

Sensitivity sessions with a cross cultural emphasis.

Used Inner-city Simulation Lab.

Spin off from TTT project being adapted to regular program.

Twenty students per semester work with a counselor in inner-city elementary schools. They work with individuals in small groups and go with counselors on home visitations.

Increased follow-up supportive visits and conferences with graduates assigned to inner-city secondary schools.

_____(Name of a state) is rural.

This summer we had two students doing student teaching in Chicago. Will probably make that experience available to a larger number. (2 students out of 450).

Recruit black students.

Trained aides for poverty area schools.

Recognize an urban concentration minor for both elementary and secondary students.

Call upon Liberal Arts courses to provide background needed for cultural understanding.

A program of urban studies is offered by another department and can be completed by education students.

Emphasis on research in inner-city schools.

Semester prior to student teaching. All students spend 1/2 semester, 2 days a week in an urban school other 1/2 semester assigned to suburban school. Student teaching in inner-city with resident student teaching - community involvement in co-operation with other teacher preparation institutions in the state.

Yet another question invited all respondents to describe the three most significant changes they felt their institutions had made in the past five years in the preparation of undergraduates for teaching. They were asked to identify changes for the total group of their students or for special groups. Twenty-seven respondents reported no changes or little change over that five year period. Increased field experiences was by far the most often mentioned improvement - one hundred thirty institutions listed it. Some indicated field

experience was now a part of every education course on campus. Sixty-eight listed some aspect of simulated experience including micro-teaching and video taping permitting greater use of student self appraisal. The creation of a professional semester or quarter was listed by thirty-four institutions. It was assumed by the researcher that they referred to the student teaching semester since many mentioned that its creation permitted all day student teaching. Individualization of instruction with optional approaches to learning was mentioned by thirty-five. Clinical professorships coupled with on-site programs was listed by twenty-seven schools. Eighteen believed more careful screening of teacher candidates was an important change. Two mentioned that this step was a realistic response to the current job shortage. Undergraduate internships have been established at thirteen schools. Seventeen institutions valued their new emphasis on cultural understanding. Sixteen reported creation of a competency based program. Other improvements mentioned are listed below together with the number of respondents mentioning each:

Better counseling permitting student self analysis	7
Greater co-operation with the public schools	5
Laboratory experiences in the first education course	3
Team approaches in all functions	3
Seminar type classes	3
General education core less prescribed	4
Sensitivity or human relations training	2
Pass-fail courses	2
No formal courses	1
Team student teaching	1
September or interim experience	2
Emphasis on reading at both levels	1
Involving students more in planning	1
Student teaching in Latin America	1

Some unusual responses are quoted below:

Developed work-study program to move teacher aides up the career ladder.

Upgraded paraprofessionals to professionals - largely minority members.

College adopted urban focus so many other courses not just education serve this focus.

Offer a senior seminar prior to student teaching on inner-city education.

Have arranged to have parents and teachers from the inner-city visit education classes for dialogue.

Workshop with college faculty and inner-city teachers.

Planned a program to deal with urban teacher preparation with a joint task force representative of teachers, professors, community workers, students and school administrators.

Racism in America offered as an open elective.

Special education at elementary level with emphasis on crisis teams, emotionally disturbed, mentally retarded, and other learning disabilities.

Bilingual program and teaching English as a Second Language.

Planning underway under the direction of a Task Force on Multi Cultural Concerns - an appointed group of faculty and students.

Encourage sociology courses in urban areas - minority peoples, etc.

Four colleges, through Model Cities funding, joined together to offer inter institutional course in Teaching in a Multi-cultural Society.

The curriculum of the Department of History and Social Studies has been subjected to a complete revamping in order to make courses relate to contemporary issued.

Recruit students from inner-city to return to teach there.

Video taped micro-teaching with minority group youngsters as subjects.

Some responses to this question are more specific than the general catagories used to classify them and for that reason they are quoted below:

> Regional conference with public school administrators.
>
> Developed behavioral objectives in all education courses with greater emphasis on objectives in the affective domain.
>
> Professional work taught in three blocks.
>
> Experimental teaching in our college classes to make our actions consistent with our verbalizations.
>
> Co-ordinators of teaching centers jointly hired by schools and the university.
>
> Provisions for optional Human Relations Laboratories.
>
> Involvement of university academic faculty in the program.
>
> Development of a series of programs rather than having just one for teacher preparation.
>
> Trips to migrant camps.
>
> Emphasis on training program for all co-operating teachers.

The final question in this survey was:

> Given <u>ideal</u> circumstances for your institution, describe briefly three changes in undergraduate education that you feel your institution would make almost immediately. (Please indicate what keeps you from implementing each at this time.)

The changes suggested are summarized below together with the number of institutions mentioning each:

Increased time spent in earlier, more varied and continuing field experiences	101
Greater individualization of the program	40
Development of a competency based program	28
Increased use of devices such as simulated materials, video taping, micro-teaching, films, etc.	25
On-site training centers	21
Improved screening for entry	19

Internship for senior year	11
Clearer and more regular communication and participation with administrators and other public school personnel	11
More cross cultural study and experience	9
Better counseling for undergraduates	7
Increased faculty available for supervision of field experiences	5
Reduced general education core requirements	5
More research and experimentation	3
More seminars	3
Interdisciplinary approach to all of teacher education	2
Added interpersonal relationship training	2
Evaluate work of our graduates later	2
Decrease student-teacher rates	1
More relevant education courses	1
Recruit more students from low income backgrounds	1
Well defined objectives	1
Student overseas travel	1
Exchange university and public school faculty	1
Team teaching	1
Learning center for developing individual competencies	1
Free education from Liberal Arts requirements	1

Some specific answers to this question are quoted below:

Designate specified area schools as lab schools and work closely with those schools to develop highly articulated freed components.

Try to teach education classes as we wish our students to teach.

Turn student teaching over to the profession.

Have full time co-ordinator of field experiences.

Institute an undergraduate internship program.

Insist on interdisciplinary courses in regard to our social concerns - polution, population explosion, crime, poverty, racism, etc.

Eliminate discrete courses and credits and replace with a block of time with a modular base.

Develop more learning modules to permit students to work at their own rate and avoid repetition. It's time we started teaching teachers like we would like them to teach kids.

Develop a number of teacher education programs.

Develop a cadre of well trained and effective supervising teachers.

In response to the portion of the question which asked what stood in the way of the institution's implementing these changes at the present time, the following were the factors listed with the number of times each was mentioned:

Lack of money	85
Lack of trained staff (includes aides and assistants)	42
Public schools cannot provide desired field experiences, (Large numbers of Students)	28
Lack of time	17
Conservation and tradition	17
Other university departments won't co-operate	15
Scheduling on campus	10
Transportation	9
Lack of facilities	7
Certification requirements	5
School districts reluctant to co-operate	5

Faculty attitudes	4
Not enough leadership	2
Nothing	1
Criteria for screening difficult to agree upon	1
Lack of know how	1

PERSONAL REACTIONS, COMMENTS AND QUESTIONS

In the judgment of the respondents to this study the most frequently mentioned significant change in undergraduate teacher education over the past five years has been the improvement and expansion of field experiences. Likewise, in their opinion, it is the most frequently named improvement desired under ideal conditions in the future. If this is indeed true, undergraduate teacher education institutions should reorder their priorities to enhance this phase of teacher preparation. Machinery should be established, as it has been in some institutions, to provide for the best possible co-ordination of the program. "Haphazard and unorganized" field experiences should no longer be tolerated. A co-ordinator of field experiences must be assigned a status position reflecting the importance of his responsibility to the total program and financial and staff support must be maintained at a high level.

Genuine co-operation with schools, teacher organizations, community agencies and their staff members to develop and maintain optimum goals for field experiences will require extensive and continuing efforts. Cutting red tape for both the university and co-operating agencies is a joint effort attained through constant contact, possible only if responsibility for such activity is fixed and adequately supported. Unless these conditions are met all parties to this highly desirable phase of teacher preparation grow weary and dissatisfied.

It is probably true, as some fear, that absolute control of a field experience program by the universities is impossible. It may also be undesirable. It is probably true, however, that in a well co-ordinated and directed program the universities will be in a better position to negotiate for optimum experiences and to withdraw from those in which reasonable objectives are not being met. One senses as he reads the comments from the respondents that

some programs fail presently in their objectives because communication with those most directly involved has been at best limited.

Data relating to activities of students in required introductory courses in education show the smallest percentage of participation in planned experiences in direct contact with parents from homes of poverty (11%), in sensitivity or human relations training (18%), and in community agencies which serve the poor (26%). These figures may reflect the relatively low percentage of institutions actively engaged in preparing students for inner-city schools, but if it is true that to educate children one must respect and understand their backgrounds, it would appear that in these three areas are fertile fields for meaningful experiences. Even the disorganization some teacher education institutions reported finding in non-school agencies might help future teachers understand the extreme frustrations of some of the people whose children they will serve.

It is clear from the data collected for this study that secondary candidates are at a decided disadvantage in amount and quality of field experiences prior to student teaching. The two most frequently mentioned causes for this are difficulties in scheduling field work for such students and the failure of most secondary teachers (chiefly high school teachers) to provide a situation of genuine involvement for prospective teachers.

Teacher education institutions are far more responsible for the scheduling difficulties than they are willing to admit - just as they were before hundreds of institutions moved successfully to a professional semester over loud and determined opposition in the academic community. Not only do they fail to insist on scheduling that would provide blocks of time for laboratory experiences, but they fail to make effective use of the extended experiences in schools with which all their candidates come to teacher education. There is an advantage for secondary over elementary in this regard since such experiences tend for most

students to be recent ones at their prospective teaching level. Also, secondary candidates in their college classes face similar conditions daily to those of secondary students. Evaluation and analysis of their own experiences as students could be used to help them understand student responses to teaching strategies and styles even if they were unable to leave the campus.

Secondary teachers who are not responsive to the needs of prospective teachers assigned to them are products of teacher training institutions. Where in undergraduate or graduate programs have such teachers been exposed to training designed to make them effective in working with aides, assistant teachers or fellow professionals? Have their experiences in teacher education caused them to be concerned about involvement of their own students in ways that would encourage the use of teacher helpers in their classrooms?

Since transportation for laboratory work is a frequently recognized difficulty, it might be advantageous for far more institutions to concentrate on one or a few schools for their total program, or particular programs. Such a move could reduce competition among institutions, provide more sustained assistance to particular schools, and reduce problems of communication between the university and the schools as well as make transportation arrangements less difficult.

Institutions in remote geographical areas might profit from examining the possibilities in the above suggestion. Admittedly, they are at a disadvantage in providing schools close at hand. Many universities have solved this problem by creating pre-professional semesters in which students live off campus and work in schools and communities some distance from the university. With such an arrangement as with all increased field experiences, the institution must make a commitment to provide for high level faculty involvement.

Providing simulated experiences - which means allocating substantial sums for equipment and supervision - is an alternative remote institutions may have to accept. It is possible that research might show this route to experience

analysis superior to direct participation so highly valued at present.

There is an assumption in many of the replies to the questionnaire that student teachers should automatically be placed with the most innovative, flexible, creative, and successful teachers and the students engaged in pre-student teaching laboratory experiences should be assigned to the teachers who are left over. This assumption carries with it the futher assumption that student teaching as now arranged is ideal. Is it possible that the latter assumption - largely unexamined - is false? Might it not be wise to examine the outcome of providing beginning students with superior role models early in their programs and culminating their preparation with micro-teaching coupled with team student teaching in a roving assignment where no role model would be imposed?

A number of respondents reported attempts to provide better student counseling and more effective screening - both self and institutional. In the light of the current job market such activity seems highly desirable. It would seem advantageous for some agency serving teacher education institutions to become a repository for reports of research related to screening so that each institution would not by itself have to "invent the wheel". Perhaps with increased research follow-up of the graduates of various institutions decisions about screening could be made with greater accuracy.

The large number of institutions reporting no changes in their programs to prepare teachers for inner-cities may be partially explained by the "rural" settings in which most of the institutions exist. However, one is prompted to ask if city public schools should refuse to hire graduates from those institutions or at least provide inservice training for them before they enter inner-city classrooms. One wonders if a survey of the placements of their graduates would reveal that their assessment of responsibility is indeed correct.

Replies to the questionnaire lead this reader to conclude that at many institutions awakening awareness and appreciation by students of cultural differences within our population has been a task undertaken largely by teacher education professors. Even if prospective teachers are moved in this direction in education classes, there is little to indicate that the public will permit freedom of action essential to implementing indicated educational changes. Do education faculties have the right and the courage to insist that Liberal Arts Courses - especially core courses - deal effectively with this pressing need of our time? In some institutions such a move has produced changes in core requirements, course content in prescribed courses, and has developed a genuine partnership in this phase of teacher education.

That there is no common agreement of appropriate content for required introductory courses in education is abundantly clear from the data supplied about such courses. This is not to imply that such courses should be identical, but differences should be maintained as a result of research rather than tradition or personal whim.

It is understandable that if there is no uniform course content upon which educators agree for the initial exposure in teacher education, students be given greater freedom in the selection of modules, units, courses, and/or experiences they desire in their preparation. Similarly, faculty members may work more effectively when they have freedom to participate where and in the manner in which they feel most effective. However, such freedom should be subjected to careful designs for evaluating outcomes.

In view of the number of institutions reporting no significant changes in their teacher education programs over the last five years, it would seem desirable that every institution be engaged each year in one or more experimental programs with carefully developed research designs to evaluate the

outcomes. This could well be a condition for continuation of NCATE approval. Curriculum roadblocks for such innovations could be waived for the time necessary to gather data on the outcome of the ventures. Faculty and administrative committees could select to the limit of their financial and staff resources the innovations to be tested.

With public education in its present condition, institutions who prepare its personnel dare not assume they have "found the answers" to optimum teacher preparation.